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ABSTRACT

Exploring how new technologies and new pedagogies transform and are transformed by existing institutions, this book presents 14 essays that discuss network-based classrooms in which students use communications software on computer networks to converse in writing. The first part of the book discusses general themes and issues of the ENFI (Electronic Networks for Interaction) experiences. The second part presents ENFI theory and technology, and explores specific stories of how network-based classrooms developed in different settings. The third part of the book presents summative analyses of students' writing. Essays in the book are: "Innovation and Social Change" (Bertram C. Bruce); "A Situated Evaluation of ENFI" (Bertram C. Bruce and Joy Kreeft Peyton); "Understanding the Multiple Threads of Network-Based Classrooms" (Joy Kreeft Peyton and Bertram C. Bruce); "Pulling together the Threads: Themes and Issues in the Network-Based Classroom" (Joy Kreeft Peyton and Bertram C. Bruce); "The Origins of ENFI" (Trent Batson); "Student Authority and Teacher Freedom: ENFI at New York Institute of Technology" (Marshall Kremers); "Script Writing on a Computer Network: Quenching the Flames or Feeding the Fire?" (J. Douglas Miller); "Seeing Students as Writers" (Geoffrey Sirc and Thomas Reynolds); "The Origins of ENFI, Network Theory, and Computer-Based Collaborative Writing Instruction at the University of Texas" (Fred Kemp); "Why Write--Together--Concurrently on a Computer Network?" (Christine M. Neuwirth and others); "One ENFI Path: From Gallaudet to Distance Learning" (Diane Thompson); "Institutionalizing ENFI: One School Struggles to Implement ENFI across the Writing Program" (Michael Spitzer); "'I'm Talking about Allen Bloom': Writing on the Network" (David Bartholomae); and "Designing a Writing Assessment to Support the Goals of the Project" (Mary Fowles). (RS)